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ABSTRACT

This article describes a new methodology used in assessing the competence of the principals in the Edgewood School Plan. Two theories are used in this assessment program: competence theory, which emphasizes the person, and role theory, which emphasizes the position. The evaluation requires information that enables individuals to identify the crucial areas and components of competence that are necessary for each principal to adequately perform his tasks; to design and implement inservice educational programs based on a needs assessment approach; to identify the areas of congruence shown as a result of the similar role expectations expressed both by the principal and by his subordinates and superordinates; to identify the areas of role conflict where perceptions and expectations appear to be in direct contradiction; to facilitate role clarification and role definition for all principals by providing feedback to them and those subordinates or superordinates who have either false role expectations or conflicting role expectations; and to provide reliable information about the expected areas of competence required to successfully perform the role of the principal in each school. Sections of the article deal with methodology, instrument administration and data collection, data analysis, role conflict identification, feedback, conclusions, and recommendations. (Author/IRT)

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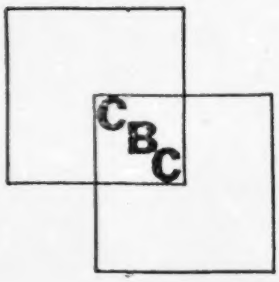

CCBC Notebook
The Competency Based Curriculum

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The Notebook ends its fifth year with this issue. Increasing interest in the Notebook is indicative of a growing interest in a rational, R and D approach to program and staff improvement exemplified by the competency-based approach espoused by the Notebook. The Editorial Board recognizes the improved quality of reports, articles, and editorials as an indication of a developing strength in capability. The editorial in this issue by Bob Krathwohl, Syracuse, is an example of the sensible attitude toward the competency-based work, and the report by Gaston Pol, San Antonio, is an example of a sound R and D effort.

The Interest Group of NCPEA has an important role in the August conference at Knoxville, Tennessee. The Notebook supports the Interest Group and a report by Dave Erlandson, Queen's College, appears in this issue.

CONTENTS OF THIS ISSUE

Editorial — Are There Rational Ways to Achieve Competency-based Programs?
Robert Krathwohl, Dean, Syracuse University

Article — Evaluation of Principals: A Competency-based Methodology with Community Participation
Gaston Pol, Edgewood School District, San Antonio

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EVALUATION OF PRINCIPALS: A COMPETENCY-BASED METHODOLOGY WITH COMMUNITY PARTICIPATION

Gaston Pol, Edgewood School District, San Antonio

1. INTRODUCTION

Edgewood School Plan (ESP), a federal project under the auspices of the National Institute of Education, is operated in the Edgewood Independent School District of San Antonio, Texas. Edgewood is a core-city district and the fourth poorest in the state. It serves a minority student population of 23,000--90 per-cent Mexican American, 6 per-cent Black and 4 per-cent Anglo.

The ESP Plan of Education advocates educational change and innovation implemented through a variety of programs and with the direct participation of: 1) Teachers as agents of educational change, b) parents as co-facilitators and c) principals as instructional and climate leaders.

The evaluation of the project is conducted by an organizational unit called "Level I." One of the concerns of this department is accountability. This article describes the utilization of a new methodology in the assessment of competence. For the past three years Level I has conducted a regular program of evaluation of principals in the four elementary schools and two secondary schools of ESP.

2. RATIONALE

The purpose of personnel evaluation should be to gather adequate information based on the required competence that allows a person to: 1) Perform the functions of a specific position, 2) identify the crucial areas and competencies that appear not to be possessed by the incumbent, 3) provide feedback for the design of in-service educational programs that will improve competence and 4) provide opportunities for role clarification and role definition.

Where the intention is to assess the performance of the principals, two theoretical elements constitute the basis for the assessment. First, competence is defined as "the personal quality of being functionally adequate in performing the tasks and assuming the role of a specified position (the principalship) with the requisite knowledge, ability, capability, skill and judgment." (Pol, G., 1973). This conceptualization assumes that "competence" is a molar concept composed of a complex of important, correlated elements. Competence, herefore, cannot be broken down into discrete competencies" (the plural suggests two or more of the same thing, not parts of the whole) but it seems to consist of subparts or "areas of competence" areas which, when put in actual practice at a high level of proficiency, make a competent person. These areas of competence are further subdivided into elements as "components of competence" which are described for purposes of the instrumentation, by statements which suggest the kind and degree of proficiency that a person must possess to perform a specific task or function.

Second, in a school organization, the principal and a wide group of individuals have definite views concerning his behavior in the performance of his role. These views may be termed "role expectations" which J. W. Getzels defines in these terms: "A role has certain normative obligations and responsibilities, which may be termed 'role expectations,' and when the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role" (Getzels, 1958).

Therefore, in this assessment of principals two theories are being utilized: Competence Theory and Role Theory. The first theory emphasizes the person while the second emphasizes the position. Both theories support each other and are interdependent when they are used as the theoretical frame of reference in the evaluation of the person in terms of his performance.

Based on this theoretical frame of reference, the evaluation of ESP principals requires information that enables individuals to:

1. Identify the crucial areas and components of competence that are necessary for each principal in order to adequately perform his tasks.
2. Design and implement in-service educational programs, based on a needs assessment approach.
3. Identify the areas of congruence shown as a result of the similar role expectations expressed both by the principal and by his subordinates and superordinates.
4. Identify the areas of role conflict where perceptions and expectations appear to be in direct contradiction.
5. Facilitate role clarification and role definition for all principals by providing feedback to them and those subordinates or superordinates that have either false role expectations or conflicting role expectations.
6. Provide reliable information about the expected areas of competence required to successfully perform the role of the principal in each school and, therefore, facilitate the process of selecting and appointing new principals.

3. METHODOLOGY

A unilateral staff evaluation by the Central Office personnel (superintendents) would only alienate principals and continue to give a bad connotation to the term of "evaluation" since this type of assessment is seen as the kind that is only used to hire or fire people. The new methodology provides for more than unilaterial staff evaluation by Central Office personnel (superintendents). Teachers and parents have a close and direct relationship with the principal and their perceptions are important in terms of a fair assessment. Self-evaluation has proven to be a reliable procedure and principals contribute with their own perceptions in the assessment of their performance. As a result, Level I determined that data would be collected from persons familiar with or involved in the role of the principal. In other words, the approach adopted by Level I took into consideration the input coming from what was defined in ESP as the "educational community" (patrons, superordinates, incumbents and subordinates).

The methodology has two major parts: instrumentation and a needs assessment model.

3.1 INSTRUMENTATION

The instrument named Principal's Competence Identification Questionnaire (PCIQ) was developed and validated by the director of Level I and has been utilized in various studies.

Because need is defined as the gap between what happens in reality and what ideally should occur, the PCIQ consists of two forms: The Ideal form and the Real form. It is assumed that these forms obtain both the expectations and perceptions of members of the ESP educational community regarding what ideally should occur (expectations) and what happens in reality (perceptions). The difference between these two sets of responses reveal needs.

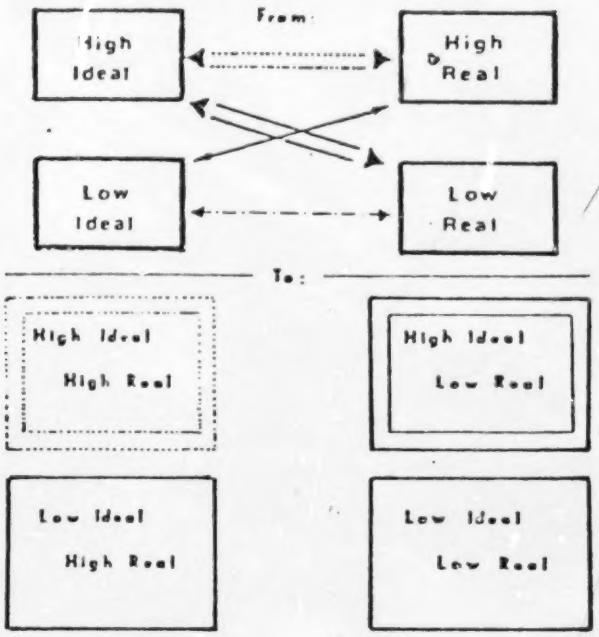
Each assessment form contains 60 items (both in English and Spanish) that are thought of as statements of proficiency that describe components of competence. These 60 items are distributed into 12 categories that correspond to 12 areas of competence related to the role of the principalship.

Responses to the statements are in the form of an inverted summative, Likert-type scale, ranging from five (5) to one (1). In the Ideal form, the scale is related to the "degree of importance" from "very important" (5) to "not important" (1). In the Real form, the scale is related to the "level of performance" from the "very well" (5) to "very poor" (1).

3.2 THE NEEDS ASSESSMENT MODEL

The Needs Assessment Model used was conceptualized, developed and tested at the University of Utah by Gaston Pol and Larrie E. Gale (Pol and Gale, 1973).

The Model referred to as the Quadrant Assessment Model (QAM) compares the Ideal and Real sets of expectations-perceptions of the sample. The values of the rating scales are converted to T scores, for both forms of the instrument for statistical valid comparison purposes. Using the obtained T scores the expectations and perceptions are ranked in sequential order, from the highest to the lowest level of importance (Ideal Form) and from the highest to the lowest level of performance (Real Form), and four variables are generated. These variables are: High Ideal expectations, Low Ideal expectations, High Real perceptions and Low Real perceptions. This is done by using the 50 T scores (the natural mean) as the dividing point, such that those scores above 50 were called "high" and those scores falling below the mean were termed "low". These variables then are organized in the following sets of combinations: High Ideal - Low Real and Low Ideal - High Real, High Ideal - High Real, Low Ideal - Low Real. These sets of combinations make up the Quadrant Assessment Model (see figure on page 7).



3.3 THE QUADRANT RELATIONSHIPS

Comparisons are intended to identify the more crucial areas of competence and align them with educational program needs (pre-service and in-service). These comparisons reveal the existence of relationships or the lack of the same and can be interpreted as follows:

High Ideal - High Real Quadrant: Statements generated by this quadrant indicate that the components of competence described are important and highly expected. At the same time, it means that these components of competence are possessed by the principals and perceived as being practiced at a satisfactory level of performance.

High Ideal - Low Real Quadrant: This quadrant is called the "needs quadrant" because it generates statements that are an important part of the competence of the principal. However, they are perceived as inadequately performed or not possessed by the principals.

Low Ideal - High Real Quadrant: Statements generated in this quadrant indicate that the components of competence are of low importance. At the same time, it means that these components of competence are possessed by the principals and are perceived as being over-performed.

Low Ideal - Low Real Quadrant: Statements in this quadrant indicate that the components of competence described are of little importance and are not over performed; thus are practiced at a low level infrequently, if at all.

4. INSTRUMENT ADMINISTRATION AND DATA COLLECTION

Utilization of this methodology was negotiated with all ESP principals. It should be noted that the data collection was the result of voluntary acceptance on part of the principals and not an administrative decision or an imposition by Level I or the Central Office.

4.1 TARGET GROUPS

For the evaluations conducted in 1974, 1975 and 1976, it was decided that the target groups were the total population of teachers working in the ESP schools, the six principals, the director of ESP and the two associate superintendents of elementary and secondary education.

Parents started to participate in this assessment in 1975. For exploratory reasons, the first year the sample of parents was small. In 1976, the size of the parent sample was larger and it is intended to increase for the next yearly evaluation (see Table I below).

Table I

SAMPLE DESIGN COMPARED WITH ACTUAL SIZE

	1974				1975				1976			
	Designed		Actual Size		Designed		Actual Size		Designed		Actual Size	
Superintendents	Sub-total	Total	Sub-total	Total	Sub-total	Total	Sub-total	Total	Sub-total	Total	Sub-total	Total
Ass. Sup. for Elem. Ed.	1		1		1		1		1		1	
Ass. Sup. for Sec. Ed.	1		1		1		1		1		1	
Associate Sup. Director ESP	1	3	1	3	1	3	1	2	1	3	1	2
Principals												
Burleson Elementary School	1		1		1		1		1		1	
Cenizo Park Elementary School	1		1		1		1		1		1	
Roosevelt Elementary School	1		1		1		1		1		1	
H.K.Williams Elementary School	1		1		1		1		1		-	
Gus Garcia Middle School	1		1		1		1		1		1	
Memorial High School	1	6	1	6	1	6	1	6	1	6	1	6
Teachers												
Burleson	23		24		22		22		23		24	
Cenizo Park	27		30		25		23		25		27	
Roosevelt	21		22		21		21		24		25	
H.K.Williams	34		34		32		30		32		31	
Gus Garcia	34		35		34		32		36		41	
Memorial	71	210	76	221	69	203	65	153	69	209	67	215
Parents												
Burleson	-		-		10		10		25		12	
Cenizo Park	-		-		10		23		25		-	
Roosevelt	-		-		10		-		25		35	
H.K.Williams	-		-		10		-		25		30	
Gus Garcia	-		-		10		9		25		21	
Memorial	-		-		10	60	11	53	25	150	26	124
		219		230		272		254		368		347

4.2 INSTRUMENT ADMINISTRATION

Both forms of the instrument were administered to teachers, principals and superintendents personally in 1975 by the director of Level I in accordance with a predetermined schedule. Site coordinators and principals were instructed to administer the instrument to parents in each school. In the case of the superintendents, since they were evaluating the six different principals, they responded to the questionnaire in the six sets of answer sheets--every set corresponding to each principal. The principals responded to the questionnaire in terms of their self-perceptions about their performance and their role predispositions.

All target groups were asked first to respond to the Real form of the questionnaire. No time limits were established. When the teachers and principals finished responding on the Real form and the corresponding answer sheets were collected, they were asked to respond to the Ideal form.

Superintendents were given the instrument and answer sheets and asked to respond at their convenience but following the pre-established order of responding first to the Real form and then to the Ideal form. In the case of the Ideal form, it was discussed with the superintendents that each school is a peculiar social organization with its own characteristics and needs. Therefore, it was understood that their responses to the Ideal form could vary from school to school without establishing one set of expectations for all schools.

4.3 DATA TABULATION STEPS AND PROCESSING

The processing of data was arranged with the computer center at Trinity University, San Antonio, Texas. Two computer programs were utilized, the QAM computer program designed, developed and tested by Pol and Gale in 1973 and the P MATCH program conceived by Pol. The first program generates the data for the four quadrants of the QAM and the P MATCH program identifies degrees of consensus and role conflicts.

The specific sequence of operations is followed by the computer:

1. The data is tabulated in a simple frequency count, calculating per cent of total sample responding, mean and standard deviation figures.
2. To facilitate interpretation and comparison of the data from the two instrument forms, corresponding figures from the forms are printed next to each other.
3. A weighted raw score is also computed for each item for both instruments (using the frequency times the corresponding weight on the 5 to 1 scale.
4. From the distribution of the weighted raw scores, means and standard deviations are computed for each instrument and T-scores are then derived for each item.
5. The T-scores are then used to rank the items. The T-scores are used because they are influenced by two critical measures, the mean or Index of importance and performance and the standard deviation or Index of consensus.

6. Once the items and categories of the two instruments are ranked, tests are calculated comparing a higher rank item or category with its neighbors to see if it is defensibly dissimilar.

7. The T-score ranks of the items and categories for the two forms of the instrument provide the four variables needed for the Quadrant Assessment Model (High, Low, Ideal, Real). "High" is defined as those items and categories with T-score equal to or greater than the mean. (The mean of a T-score is always 50 by definition.) "Low" is defined as those items or categories with T-scores less than the mean. Of course, the two forms of the instrument provide the other two variables or dimensions, Ideal and Real.

8. The items and categories are next listed under the quadrants of the Quadrant Assessment Model. This is done by instructing the computer to identify those items and categories common to the variables being compared.

9. Once identified by quadrants, the items and categories are ranked. This is done by combining the T-scores into one absolute ranking figure and by arranging them in a descending order. The combined T-score is found by weighing the Ideal T-score by two, the Real T-score by one and dividing the result by three.

10. All the data tabulation procedures are done by school and for each referent group separately.

11. A procedure for taking an overall correlation for the ranking of the referent groups is also employed. The statistical test is called the Kendall's Coefficient of Concordance, W.

12. Because it is necessary to observe the degree of consensus between the various referent groups, an additional program (P MATCH) has been added. This matrix-format program lists the items by quadrants selecting the items among the referent groups by two levels of consensus: relative and absolute consensus.

13. An additional subroutine was added to the P MATCH program to identify the areas of role conflict based on the conflicting role expectations between subordinates and superordinates and the role predispositions of principals.

5. DATA ANALYSIS

Data collected is analyzed both quantitatively and qualitatively. For this purpose composite tables, including the referent groups, are elaborated for each school.

The values of the rating scales are converted to T-scores, for both forms of the instrument for statistical valid comparison purposes. Using the obtained T-scores, the expectations and perceptions are ranked in sequential order, from the highest to the lowest level of importance (Ideal Form) and from the highest to the lowest level of performance (Real Form) and four variables are generated. These variables are: High Ideal expectations, Low Ideal expectations, High Real perceptions and Low Real perceptions. This is done by using the 50 T-scores (the natural mean) as the dividing point, such that those scores about 50 were called "high" and those scores falling below the mean were termed "low". These variables then are organized in the following sets of combinations: High Ideal - Low Real; High Ideal - High Real. These sets of combinations make up the Quadrant Assessment Model.

5.1 QUANTITATIVE ANALYSIS

The initial quantitative analysis is done based on the number of items that have been listed in each quadrant by each target group. A combined table identifying each of the six schools has been constructed (See Table 2). The analysis is reported in an organized manner by quadrants and schools. Showing the tendencies, differences and changes between target groups, across schools and by years.

5.2 QUALITATIVE ANALYSIS OF THE GENERATED DATA

Tables of combined ranking lists of the statements of competence (items of the instrument) are produced for the assessment of each principal. These combined tables compare the ranking lists of the statements of competence which in turn reveal the expectations-perceptions of the major target groups. From these tables it can be determined how each target group has been able to express its expectations about the role of the principal of a particular school and its perceptions of his level of performance. The statements describing competence are distributed in the four quadrants and are ranked in order using T-scores. In the tables, the item number appears followed by a letter corresponding to one of the 12 major categories into which the instrument is divided. This table-format facilitates the qualitative analysis of each principal by comparing the listings of items and by identifying the locations of specific items under each of the three target groups and by the four quadrants of the model.

The reader will find it convenient to keep in mind that the two upper quadrants (High Ideal - High Real and High Ideal - Low Real) generate lists of items that are considered important and necessary for the successful functioning of the principal. The left upper quadrant (High Ideal - High Real) lists statements of competence perceived by the respondents to be well performed at an expected level of proficiency. Therefore, this quadrant is important and can be used to identify needs which in turn can be translated into in-service education program design. Through different comparisons it is possible to design in-service education programs for all the principals in the ESP project. The listing of statements in the two lower quadrants are of lesser importance compared with areas of competence appearing in the higher quadrants. This provides a process of designating priorities whereby the components of competence listed in the higher quadrants are more necessary--more crucial to successful performance by the principals.

Tables are developed for analysis. Each table is constructed to assess the competence of the principal of each ESP school. In this article only one table is to be presented for purposes of illustration. Table 3 describes the items generated by the QAM for one of the ESP schools and provides information for the years 1974 and 1975. In reporting the findings, a detailed written analysis is elaborated for each principal and is included in the yearly report.

6. ROLE CONFLICT IDENTIFICATION

Based on the data generated by the QAM, considering especially the data provided by the role incumbent (principal), the superordinates (assistant superintendents) and the subordinates (teachers), it is possible to identify those areas of competence where conflicting perceptions regarding their importance or adequacy of performance existed among and between the different referent

Table 2

QUANTITATIVE ANALYSIS

		HIGH IDEAL - HIGH REAL												HIGH IDEAL - LOW REAL											
		SUPERINTENDENTS			PRINCIPALS			TEACHERS			PARENTS			SUPERINTENDENTS			PRINCIPALS			TEACHERS			PARENTS		
School		74	75	76	74	75	76	74	75	76	74	75	76	74	75	76	74	75	76	74	75	76	74	75	76
	A	27	26	20	22	25	12	30	31	24	--	10	21	8	11	7	4	28	20	10	7	16	--	19	12
	B	21	15	16	21	26	1	25	19	22	--	18	--	14	21	11	20	21	6	10	21	17	--	14	--
	C	23	29	13	7	20	15	21	20	10	--	--	18	12	8	14	23	9	3	14	19	24	--	--	19
	D	22	28	20	29	23	11	19	25	28	--	--	19	14	8	7	21	9	3	13	9	8	--	--	19
	E	32	32	28	24	31	34	26	26	25	--	26	19	5	4	11	8	8	5	13	8	16	--	13	13
	F	26	23	24	17	40	33	21	25	15	--	10	12	8	11	16	14	12	13	15	12	10	--	15	15
		LOW IDEAL - HIGH REAL												LOW IDEAL - LOW REAL											
		SUPERINTENDENTS			PRINCIPALS			TEACHERS			PARENTS			SUPERINTENDENTS			PRINCIPALS			TEACHERS			PARENTS		
		74	75	76	74	75	76	74	75	76	74	75	76	74	75	76	74	75	76	74	75	76	74	75	76
	A	5	4	19	4	4	11	3	3	8	--	22	16	20	19	14	30	3	17	17	13	12	--	9	11
	B	8	7	18	8	5	14	12	11	12	--	11	--	17	17	15	11	8	39	13	9	9	--	17	--
	C	7	5	19	12	17	27	10	13	12	--	--	17	18	19	14	18	14	15	15	9	14	--	--	6
	D	6	6	19	--	13	21	11	12	8	--	--	14	18	18	14	10	15	25	17	15	16	--	--	14
	E	7	9	5	16	7	12	6	6	7	--	14	15	16	15	16	12	11	9	15	20	12	--	7	13
	F	6	4	14	7	9	5	5	--	10	7	30	18	20	22	6	22	5	9	17	16	25	--	2	15

Table 3

Combine Compared Ranking Lists of Items For One School Principal. (Only two right quadrants of the Model.)

HIGH IDEAL - LOW REAL

CENTRAL STAFF				PRINCIPAL				TEACHERS				PARENTS			
RANK	1974	1975	1976	RANK	1974	1975	1976	RANK	1974	1975	1976	RANK	1974	1975	1976
1	[illegible]	55-K	8-B	1	37-K	53-K	16-C	1	13-C	13-C	27-F	1		13-C	55-K
2	31-C	[illegible]	9-B	2	53-K	6-B	30-F	2	37-C	30-F	16-D	2		26-F	3-A
3	13-C	11-C	41-I	3	7-B	56-C	51-F	3	5-A	5-A	14-C	3		1-C	4-A
4	55-K	13-C	4-A	4	48-J	57-C	13-C	4	50-J	22-I	28-F	4		14-C	[illegible]
5	3-A		20-D	5	18-D	47-J	14-C	5	51-F	14-C	53-F	5		60-L	[illegible]
6			45-L	6	46-J	57-G	16-D	6	16-D	16-D	17-C	6		36-F	[illegible]
7			30-F	7	51-F	30-F	51-F	7	3-A	51-F	13-C	7		22-C	8-B
8			17-C	8	60-L	48-J	37-L	8	5-B		56-L	8		28-F	16-C
9			46-J	9		10-B		9	36-F		51-K	9		15-C	[illegible]
10			35-G	10		15-C		10	57-K		10-B	10		14-C	[illegible]
11			7-B	11		60-L		11	11-C		57-L	11		27-F	8-B
12								12	60-L		15-D	12			9-E
13								13	1-A		11-C	13			16-C
								14			18-D				
								15			17-D				
								16			20-D				

LOW IDEAL - LOW REAL

CENTRAL STAFF				PRINCIPAL				TEACHERS				PARENTS			
RANK	1974	1975	1976	RANK	1974	1975	1976	RANK	1974	1975	1976	RANK	1974	1975	1976
1	53-K	42-I	3-A	1	37-B	37-H	15-C	1	13-C	50-J	33-C	1		2-A	13-C
2	42-I	4-A	6-B	2	36-B	36-B	36-H	2	2-A	17-D	7-B	2		16-D	30-F
3	30-D	34-G	10-B	3	23-E	25-E	25-E	3	15-C	2-A	15-C	3		32-G	20-D
4	35-G	7-B	15-C	4	3-A	21-E	36-H	4	48-J	11-C	38-H	4		22-E	42-I
5	7-B	3-A	53-K	5	28-E	20-D	3-A	5	23-E	13-C	34-G	5		21-E	19-D
6	33-G	1-A	1-A	6	20-D	24-E	40-H	6	22-E	3-A	23-E	6		36-B	15-C
7	60-L	25-E	22-E	7	21-E	34-G	37-H	7	36-H	20-D	37-H	7		34-B	58-L
8	10-E	35-G	23-E	8	24-E	23-E	24-E	8	20-D	45-J	21-E				17-D
9	24-E	24-E	32-G	9	34-G	36-B	39-H	9	4-A	23-E	40-H				7-E
10	37-B	10-B	24-E	10	23-E	51-K		10	37-B	60-L	24-E				24-E
11	56-L	38-H	33-G	11	36-H	39-S		11	21-E	22-E	36-H				23-E
12	40-H	37-B	38-H	12	51-K			12	22-E	16-D	39-H				22-E
13	45-J	40-B	40-H		34-B			13	40-B	56-L					39-H
14	3-A	39-H	37-H					14	36-B	36-H					
15	36-H	34-H	39-H					15	39-H	37-H					
16	39-B		36-H					16		4-A					
								17		40-H					
								18		36-H					
								19		39-H					
								20							

groups. The P MATCH computer program identifies the items that show conflict of expectations.

This identification of role conflict is done for each school, and tables are constructed which reveal conflict of expectations between superordinates and subordinates. Secondly, other tables show the predisposition of the principals as opposed to the role expectations of their superordinates and subordinates. Therefore, two types of tables are produced for each school so they can utilize for role identification, clarification and definition (See Tables 4 and 5.

7. AREAS OF COMPETENCE IDENTIFIED FOR IMPROVEMENT (IN-SERVICE ASSISTANCE)

Information based on the tables entitled "Combined Compared Ranking Lists of Items" developed for each school can be utilized for the design of three types of in-service educational programs:

1. A general in-service program for all principals, without distinction of level, based on the listing of items generated by the QAM in the need quadrant that are common both for elementary and secondary principals.
2. A general in-service program for all principals by each level, elementary and secondary, based also on the listings of items generated by the QAM in the need quadrant for each level.
3. Individual in-service programs for each principal which take into account the peculiarities and needs of each school, based on the listings of items generated by the QAM for each school that are not included in the listings for each level.

8. PROCESS OF FEEDBACK

Evaluation is an on-going process and cannot end with the collection of information and its analysis and interpretation. Rather, it should continue as a cycle in which the next indispensable step is to provide feedback to those that have the need of that information for the purpose of adequate decision-making and problem-solving.

Since Level I, in evaluating the competence of ESP principals, has utilized the in-put of four referent groups, feedback should be provided to these same groups. The feedback process has to provide opportunities for a dialogue between teachers and principals, principals and superintendents, superintendents and teachers and principals and parents.

The data collected, processed and analyzed is based on perceptions on how the principal is performing his role and on expectations on how he should perform it.

When an individual holds a set of expectations with regard to the behavior of an incumbent of a position, he evaluates the incumbent's behavior against what he feels it should be. Similarly, he views his own behavior against what he feels it should be. Similarly, he views his position. Unfortunately, no matter how clear and accurate the perception of one's own role might be, it is difficult to perceive others' expectations. The principal may perceive it. Therefore, there is a need for a dialogue between the principal and his

Table 4

Conflicting Role Expectations Between Subordinates and Superordinates of the Principal and Vice Versa

Teachers (High) vs Superintendents (Low)			Superintendents (High) vs Teachers (Low)		
1974	1975	1976	1974	1975	1976
3	1	1*	2	2	4
6	6	2*	4	11	7*
10	7	3*	13	13	35
42	9	6*	23	17	42*
53	10	10*	34	18	48*
56	32	16*		48	
60	34	32		50	
	42			54	

*Includes Parents

Table 5

Conflicting Role Predispositions as Opposed to Role Expectations and Vice Versa

Principals (High) vs Superintendents & Teachers (Low)			Superintendents & Teachers (High) vs Principals (Low)		
1974	1975	1976	1974	1975	1976
7	3	1	11	5	3
48	15	2	12	12	4
	40	6	17	51	9
		7	19		12
		10	28		16
		42	39		20
		48	31		32
		54	32		35

teachers, parents and superintendents in order to clarify the perceptions held by each referent groups.

The feedback is established for these purposes:

1. For the principal to become aware of the way both his subordinates and parents perceive him performing his role.
2. For the principal to have a clear idea of the expectations his teachers and parents hold about his role.
3. For the principal to analyze his own predispositions in view of the expectations and perceptions that the other referent groups have.
4. For the principal to be able to identify the areas where he needs to improve and change.
5. For the superintendents to become aware of the statements describing competence that are perceived as having low importance and which are not being performed, so these perceptions can help in changing the job description of the principalship.
6. For the superintendents to clarify the areas of role conflict and provide opportunities for reducing or solving them.
7. For the superintendents to count with reliable information about the competence required to successfully perform the role of principal in each school and facilitate the process of selecting and appointing new principals.
8. For the teachers and parents to have a better understanding of the role of the principal and opportunities for changing their perceptions and expectations based on new information and a dialogue with the principals and superintendents.
9. For the director of Staff Development to become aware of the needs and problems related to the principalship in ESP schools and to design in-service educational programs that will improve the level of competence of the ESP principals and that are based on a needs assessment approach.

9. CONCLUSIONS

1. The techniques and methodology utilized in this approach to the assessment of principals have proven to be nonthreatening to the role incumbent as well as to the subordinates. The methodology helps the role incumbent (in this case the principal) to become aware of perceptions and role expectations of both his superordinates and subordinates and his patrons and compare these with his own predispositions and aspirations.
2. Schools are social organizations exposed to both internal and external forces that continuously change and reshape their organizational structure. Therefore, role expectations also change and it becomes necessary to be aware of those changes and assess them so new areas or components of competence can be identified, developed and redefined for role incumbents. Because this is a dynamic process, role definitions cannot remain the same for a long period of time.
3. Since each school is a unique social organization with its own peculiarities, needs and characteristics, role descriptions for the principalship have to take into account these considerations. Although

a great number of components or elements of competence will be common to all principals, variations will exist in the functions of the corresponding level (elementary and secondary) and those peculiarities, needs and characteristics of each school.

The QAM has proven to be capable of measuring these differences and of identifying those areas of competence which are common for all principals, for principals of a specific level (primary or secondary) and for each individual principal. This identification is based upon the intention to construct different in-service educational programs: a general program, a special program for each level and a personalized program for each principal. The QAM, by assessing these differences, can provide enough information to screen and select the principal that possesses the capabilities, skills, knowledge and judgment (adequate competence) for performing his role successfully in a specific school.

4. There is more congruence in terms of role expectations between superordinates (superintendents) and subordinates (teachers) or the principal than between the role incumbent and the other referent groups.

5. Where parents were able to participate, they tend to be more critical than the other referent groups, listing more items in the need quadrant. Their perceptions, however, are consistent across schools and appear to be congruent with those expressed by teachers and superintendents.

6. There is more congruence among the referent groups in terms of the "degree of importance" that they assign to the statements describing competence, than to the "level of performance" at which principals are doing their job.

7. Teachers tend to have higher perceptions in regard to the competence of the principals than the other referent groups. However, in the second and third years they are more critical than the first year.

8. Perceptions regarded as being important have not changed too much from the first year to the second year. A large number of the items listed in 1974 in the two upper quadrants (High Ideal - High Real and High deal - Low Real) have remained in 1975 and 1976 in the two upper quadrants. A number of transfers have occurred between the two upper quadrants moving items in both directions. Few items have moved from the upper quadrants to the lower quadrants and vice versa.

10. RECOMMENDATIONS

1. This methodology that does not tend to threaten administrators and allows both the superordinates, subordinates and parents to participate in the professional assessment of the principal should be fostered in the entire district.

2. Both upper quadrants, High Ideal - High Real and High Ideal - Low Real, provide an adequate basis for the district for the definition of the role of the principalship in general terms. At the same time, these two quadrants clarify the specific characteristics of individual schools, and, consequently, identify the required areas of competence that a principal appointed to these schools should have or should develop in order to successfully perform his role. Therefore, based on this information the district can develop job descriptions for the principalship of each school.

3. The methodology identified the needed areas and components of competence for each school and indicates that by having a defined understanding of the required competence and role expectations for the principalship, recruiting and assigning of new principals to ESP schools could be done through a previous administration of the instrument to the candidates finding out if their self-expectations and predispositions match with the role expectations of the other referent groups.

4. A well-planned process of feedback for each school should be followed in order to accomplish two main purposes: first, role clarification and second, identification of needs for self-improvement. In the first case, the superintendent should discuss with the principals and the teachers those areas where role conflict has been identified and facilitate a compromise between principals, teachers and Central Office staff in order to help the principal perform his role without opposing pressures. In the case of the second purpose, feedback sessions should allow principals to discover their weaknesses and strengths and have an understanding of the areas of competence that they need to improve.

5. The project should develop a plan for the professional improvement of the ESP principals, based on the identified needed areas and components of competence. Such a plan could include the following In-service Educational Programs:

   1. A general program designed to satisfy the needs of all principals without distinction of level or school.
   2. A special program for principals of elementary and secondary schools.
   3. A personalized program designed to satisfy the individual needs of each principal that are not included in the other two programs.

6. The recommended In-service Educational Programs can be implemented using a variety of alternative services and utilizing different human resources.

   These programs could be done using the following approaches:

   1. Round-tables in which principals could discuss their problems, share their alternative solutions and have the advice of EISD Superintendents.
   2. Courses organized by ESP utilizing competency-based materials already available in the market.
   3. Courses organized by ESP contracting professional services.
   4. Courses organized by ESP in cooperation with institutions of higher education as a result of negotiated agreements.
   5. Regular courses offered by institutions of higher education that will cope with the identified needs of ESP principals.

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